



Empowering all students to shape our future.™

## EEDA Implementation: Progress at a Glance

**From the First Annual Report on the Implementation of the  
Education and Economic Development Act of 2005**

**Issued by the EEDA Coordinating Council to the  
Governor of South Carolina, the General Assembly, and  
the State Board of Education**

**December 2006**

---

### **Curriculum Standards Organized around Career Clusters (Section 59-59-20(A))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$250,000	\$250,000

#### **Progress during the period from September 2005 to December 2006:**

- Academic and career and technical templates have been developed. (Related items are addressed in other sections of the EEDA: developing electronic IGPs in Section 59-59-140, providing career awareness and exploration activities in Section 59-59-90, and focusing on parental involvement in Section 59-59-160.)

---

### **Full Implementation of EEDA Requirements by 2011 (Section 59-59-30)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$400,000	\$425,000

#### **Progress during the period from September 2005 to December 2006:**

- The EEDCC was established in accordance with the legislative mandate in September 2005.

- The membership of the EEDCC was completed in October 2005.
- Committee structure was developed to support the Council's implementation efforts.
- All committee assignments are current.

---

**Comprehensive Guidance and Counseling Programs in Every School District  
(Section 59-59-40)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	completed	0	(SDE funded)	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- The state's guidance and counseling model is complete and is available electronically.
- The SDE is updating the guidance and counseling model to include more of the EEDA content.

---

**Curriculum Framework Based on the Sixteen National Career Clusters  
(Section 59-59-50)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	\$50,000 (SDE)	\$75,200	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- A state model and prototype for electronic delivery of the curriculum framework and IGP forms have been developed.
- Electronic forms for the curriculum framework and the IGP are being pilot tested in six school districts prior to final revisions being made.

---

**State Model for Addressing At-Risk Students  
(Section 59-59-55)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	0	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- Rather than develop a state model for addressing the needs of at-risk students, the At-Risk Student Committee opted for identifying a number of evidenced-based models from which the school districts may choose (see S.C. Code Ann. § 50-59-150).
- The State Board of Education at-risk student regulations include references to the evidenced-based models.

---

**High School Curricula Organized around a Minimum of Three Career Clusters  
(Section 59-59-60(1))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	ahead of schedule	0	(district funded)	(district funded)

**Progress during the period from September 2005 to December 2006:**

- A survey of district superintendents conducted in November 2006 indicates that the majority of school districts have identified a minimum of three clusters of study and majors or are in the process of doing so.

---

**All Schools Provided Access to SCOIS or an Equivalent System  
(Section 59-59-60(2))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$327,750	\$385,600

**Progress during the period from September 2005 to December 2006:**

- SCOIS (South Carolina Occupational Information System) is currently used in 238 middle schools and 194 high schools in South Carolina.
- The remaining schools are using one or more of the ten approved career information systems.

---

**Implementing Career Development Plans for Guidance Professionals  
(Section 59-59-70)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$300,000	\$300,000

**Progress during the period from September 2005 to December 2006:**

- Guidance professionals were provided with training and technical assistance in the following venues:
  - (a) 2006 Education and Business Summit,
  - (b) statewide guidance counselors' workshops,
  - (c) S.C. School Guidance Counselors' Conference,
  - (d) workshops conducted by the director of guidance in the SDE's Office Career and Technology of Education, and
  - (e) ETV statewide presentations.

---

**Career Awareness Integrated into Curricula for Grades One through Five  
(Section 59-59-80)**

Current Status	Current Progress	2005-06 Budget	2006-07 Budget	2007-08 Budget
✓	on schedule	(District, S.C. Technical College System, and school-to-work funds)	(District, S.C. Technical College System, and school-to-work funds)	(District, S.C. Technical College System, and school-to-work funds)

**Progress during the period from September 2005 to December 2006:**

- The comprehensive guidance and counseling model has been developed and is available online at <http://www.carolinacareers.org/cgm>.
- Career awareness and exploration activities, along with lesson plans, are available as components of the model.

---

**Career Awareness Programs and  
Individual Graduation Plans (IGPs) for Middle School Students  
(Section 59-59-90)**

Current Status	Current Progress	2005-06 Budget	2006-07 Budget	2007-08 Budget
✓	on schedule	0	\$500,000	\$1,800,000

**Progress during the period from September 2005 to December 2006:**

- Based on professional development provided to counselors, career awareness programs on clusters of study are being provided to students in grades six through eight.
- Career interest inventories are available to all schools through one of the ten approved career information systems.
- Guidance personnel will conduct conferences with every eighth grader and his or her parents/advocate to develop an IGP specifying a preferred cluster of study.

(These conferences will begin in the spring of 2007 following pilot site implementation.)

---

**Role of Career Specialists in Middle and High Schools  
(Section 59-59-100(A))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	ahead of schedule	0	\$9,675,000	\$22,000,000

**Progress during the period from September 2005 to December 2006:**

- Career specialists are providing middle school students with appropriate career-oriented services.
- Funding has been provided on the basis of enrollments in the middle grades in order to meet the student-to-guidance-personnel ratio of 300:1 beginning with the 2006–07 school year, ahead of the 2007–08 implementation deadline.

---

**Tech Prep Consortia Career Specialists  
(Section 59-59-100(B))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$500,000 in state school-to-work and tech prep funds	\$500,000 in state school-to-work and tech prep funds

**Progress during the period from September 2005 to December 2006:**

- The SDE, in accordance with proviso requirements, supervises career specialists employed in South Carolina's education and business alliances. Monthly reports are provided to the SDE with details related to the career specialists' activities.

**Duties of Certified Career Specialists  
(Section 59-59-105)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	0*	0*

\* Provided with funding for EEDA Section 59-59-100

**Progress during the period from September 2005 to December 2006:**

- Career specialists who are providing services in accordance with Section 59-59-105 must have earned either Career Development Facilitator (CDF) or Global Career Development Facilitator (GCDF) certification. Over 400 professionals in South Carolina hold one of these two certificates.
- In accordance with Section 59-59-100, career specialists in the middle schools are providing services as outlined in Section 59-59-105.
- Schools and school districts are providing documentation that verifies their compliance.

**High School Career Guidance Model and Student Transfer within District  
(Section 59-59-110)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$957,440	\$996,000

**Progress during the period from September 2005 to December 2006:**

- The South Carolina career guidance and counseling model is available to all schools.
- Schools must conduct conferences with parents and students in the ninth and tenth grades during the 2007–08 school year in order for students to revise their IGPs. Schools are on schedule for these conferences to take place.
- By the end of their tenth-grade year, students must have declared an academic focus within a cluster of study.
- A survey of district superintendents conducted in November 2006 indicates that the majority of school districts have identified a minimum of three clusters of study and majors or are in the process of doing so.
- High schools are now allowing a student to transfer to a high school within the school district if it offers the cluster/major of the student's choice. District transportation directors have used bus route reports to communicate to the SDE the projected costs of EEDA student transportation; these reports are being reviewed by the SDE's Office of Transportation.

**Limitations on Duties of Guidance Counselors and Career Specialists  
(Section 59-59-120)**

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	(district funded)	(district funded)

**Progress during the period from September 2005 to December 2006:**

- The American School Counselor Association (ACSA) guidelines were used to determine counseling and noncounseling activities.
- The state director of guidance is helping school districts and schools with their transition in order to implement the ACSA guidelines.

**Implementation of the *High Schools That Work*  
Organizational Model or Another Model  
(Section 59-59-130)**

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	\$1,000,000 (SDE)	\$2,100,000 (SDE)	\$3,100,800 (SDE and other state funds)

**Progress during the period from September 2005 to December 2006:**

- There are now 115 *High Schools That Work* sites out of a total of 202 high schools in South Carolina and 48 *Making Middle Grades Work* sites out of 200 middle schools in the state.
- Certain districts are reviewing other national whole school reform initiatives.

**Individual Graduation Plan (IGP) Requirements  
(Section 59-59-140)**

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	completed	0	(no funding needed)	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- The electronic IGP form that includes the requirements for post high school choices has been developed and now is being piloted in six school districts.

**At-Risk Student Regulations  
(Section 59-59-150)**

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$504,000	\$4,500,000

**Progress during the period from September 2005 to December 2006:**

- The At-Risk Student Committee completed a survey of the state's school districts to determine the number and types of at-risk programs currently in place to assist students in their effort to earn a state high school diploma.
- Through partnerships with the National Dropout Prevention Center and the national office of Communities in Schools, the At-Risk Student Committee assessed data associated with over 3,500 models and selected nearly 50 evidence-based models for serving at-risk students.
- Regulations addressing at-risk students have been developed and presented to the State Board of Education; the first-reading process has been completed.
- These regulations will be presented for the second reading during the State Board of Education meeting in December 2006 and will be presented to the 2007 General Assembly for approval.
- Evidenced-based model programs that enable at-risk students to complete a state high school diploma are being piloted. Such programs include the Star Academy, Jobs for South Carolina's Graduates, and *High Schools That Work*.

---

**Parent/Advocate Participation Integral to Clusters System  
(Section 59-59-160)**

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	no additional funds needed*	no additional funds needed*

\* Services provided by career specialists or guidance personnel (see Section 59-59-105).

**Progress during the period from September 2005 to December 2006:**

- The six pilot school districts that are implementing the IGP model are providing the opportunity for parental and guardian participation in the process of approving the model.
  - Full implementation of the IGP process will include this parental element beginning January 2007.
-



**EEDA Coordinating Council  
(Section 59-59-170(A))**

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	completed	0	(no funding needed)	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- The Education and Economic Development Coordinating Council was established in October 2005.

---

**EEDA Coordinating Council Duties and Responsibilities  
(Section 59-59-170(B))**

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$30,000	\$1,030,000*

\* This figure includes costs related to the communication and marketing efforts previously funded through appropriations made outside of the EEDA budget.

**Progress during the period from September 2005 to December 2006:**

- THE EEDCC has provided support and advice to the SDE regarding the implementation of the EEDA through the establishment of the six EEDCC committees.
- In addition, the EEDCC's Communication and Marketing Committee will make recommendations to the SDE for the 2007–08 budget year regarding the development and implementation of a communication and marketing plan to promote statewide awareness of the Personal Pathways to Success system among parents, students, the business community, and the general public.

---

**Designation of Regional Education Centers  
(Section 59-59-180(A))**

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	completed	\$60,000 (SDE, S.C. Technical College System, S.C. Department of Commerce, and Roche-Carolina funds)	0	0

**Progress during the period from September 2005 to December 2006:**

- Twelve regional education centers have been designated and correspond to the twelve local workforce investment areas of the South Carolina Workforce Investment Act (a map delineating each of South Carolina's "Local Workforce Investment Areas" is available online at <http://www.teachscpathways.org/RECs/LWIAMap.pdf>).
- The required qualifications for regional education center coordinators were established by the Regional Education Center Committee and the SDE and approved by the EEDCC. Each regional education center's advisory board will exercise final approval of any individual hired for the position of regional education center coordinator.

---

**Operation of Regional Education Centers  
(Section 59-59-180(B)–(E))**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$1,200,000	\$2,586,000

**Progress during the period from September 2005 to December 2006:**

- Two of the twelve scheduled regional education centers have been established and are operational; the remaining ten are to be operational by December 2007. The two operational centers are in the Pee Dee and the Midlands regions.
- To ensure consistency and accountability, the regional education centers' operational responsibilities are included in the by-laws as part of the duties and responsibilities of the regional education center advisory board.
- Common budget templates and projections have been developed for FYs 2005–06, 2006–07, and 2007–08 for use by each regional education center.
- A standard organizational structure and plan for the regional centers have been developed and is now in use to establish and maintain administrative uniformity across the regions.
- A statewide coordinator has been contracted to facilitate the establishment of the twelve regional education centers.
- A common 225-day work plan and deliverables for all education center advisory boards have been established to ensure accountability and to measure progress in implementation.
- Mandated partners and other relevant stakeholders [per Section 59-59-80(E)(1)] have collaborated to identify qualified candidates for appointment to the regional education center advisory boards. Appointments have been made for three centers: Pee Dee, Midlands, and Trident. Other regional appointments are to occur by December 2007.
- The required legislative appointments to regional education advisory boards for the Pee Dee and the Midlands regions have been secured.
- Orientation sessions and inaugural meetings for the Pee Dee and Midlands regions have been conducted.

- A standard job description for the position of regional education center coordinator has been developed for use by all regional education center advisory boards. The position description stipulates career development certification as well as other requirements. The required qualifications for the position were established by the Regional Education Center Committee and the SDE and approved by the EEDCC. Each regional education center's advisory board will exercise final approval of any individual hired for the position of regional education center coordinator.

---

**Career Information and Employment Options  
(Section 59-59-190)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$45,000 (CHE)	\$45,000 (CHE)

**Progress during the period from September 2005 to December 2006:**

- The agency partners are working in collaboration with the Regional Education Centers Committee to provide career information, employment opportunities, and program preparation to fulfill the requirements specified in the EEDA.
- The S.C. Employment Security Commission, in collaboration with the State Board for Technical and Comprehensive Education and the Commission on Higher Education, is assisting the SDE by providing labor market information, helping to create and coordinate workforce education programs, and establishing links between employers and youth seeking employment.

---

**Curricula for Teacher, Administrator, and Counselor Preparation  
(Section 59-59-200)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
	behind schedule	0	\$382,000 (CHE)  \$200,000 (EEDA)	\$382,000 (CHE)  \$200,000 (EEDA))

**Progress during the period from September 2005 to December 2006:**

- The SDE's Office of Educator Quality has held meetings with the deans of colleges and universities to develop plans for their teacher preparation programs to implement the necessary changes so that they can prepare preservice teachers, counselors, and administrators to meet the requirements for four-year education institutions' teacher training programs.

### Seamless Pathways from High Schools to Institutions of Higher Education (Section 59-59-210(A))

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$155,000 (CHE)	\$1,150,000 (CHE)

#### Progress during the period from September 2005 to December 2006:

- The CHE has convened the Advisory Committee on Academic Programs to address articulation agreements that are currently in place between school districts and public higher education institutions to determine the need for modification and expansion of statewide agreements that ensure seamless curriculum pathways for students to transition from high school into college.
- Review of statewide agreements on transfer and articulations including transfer blocks for specific baccalaureate majors has begun.
- A list of 86 universally transferable courses has been established. In addition, the following lists have been distributed:
  - (a) institutional articulation agreements and transfer guides,
  - (b) names of institutional chief transfer officers,
  - (c) four-year private institutions participating in some part of a statewide transfer agreement,
  - (d) terms of participation,
  - (e) AP (Advanced Placement) courses accepted for credit at four-year public institutions, and
  - (f) AP courses accepted for credit at technical colleges.
- Articulation agreements for Project Lead the Way pre-engineering courses have been adopted by three four-year institutions, and expansion is under way.
- Technical colleges are working in partnership with the SDE to identify those career and technical programs carrying a type of certification that could be recognized for articulated credit.
- The CHE is working to design a request for proposals for the acquisition of an electronic management system to assist in degree auditing and course transfer to support an articulation system for statewide implementation.
- The CHE is seeking alternative funding sources for an *Implementing a Methodology for Course Alignment between High School and College Courses* grant proposal.

---

### Dual Enrollment of High School Students in Postsecondary Institutions (Section 59-59-210(B))

Current Status	Current Progress	2005–06 Budget	2006–07 Budget	2007–08 Budget
✓	on schedule	0	\$106,000	\$106,000

**Progress during the period from September 2005 to December 2006:**

- A formal agreement is being developed by the expanded Advisory Committee on Academic Programs to meet the requirements in Section 59-59-210. Statewide policies are currently in effect regarding the list of 86 transferable courses among postsecondary institutions.
- Agreements are in place for the recognition of AP (Advanced Placement) courses that meet the required scores for acceptance into institutions of higher education
- A draft policy for statewide acceptance of IB (International Baccalaureate) courses among post secondary institutions has been developed and the final policy will be set by spring 2007.
- Current policy provides the opportunity for selected dual credit courses taught by a postsecondary professor or an approved adjunct instructor at a secondary school to be offered on a college campus or in a secondary school setting.
- Approximately 9,000 secondary students successfully completed dual credit course work during the 2005–06 academic school year.
- An electronic system that would allow identification of all students in dual enrollment courses is being reviewed.
- The CHE is seeking a consultant to study the content and rigor of high school courses and to address course alignment issues.
- The CHE submitted an annual report to the EEDCC.

---

**Clusters of Study System  
(Section 59-59-220)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$600,000	\$875,000

**Progress during the period from September 2005 to December 2006:**

- The SDE, in conjunction with the S.C. Education and Business Alliance, has developed and distributed nine career cluster guides and an implementation guide. Distribution was in both print and electronic formats.
  - As part of an anticipated request for proposals, the nine original guides and the implementation guide will be revised.
  - Development of the remaining cluster guides will begin in January 2007.
-

**Promulgation of EEDA Regulations  
(Section 59-59-230)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$25,000	\$25,000

**Progress during the period from September 2005 to December 2006:**

- The at-risk student regulations have been developed in accordance with Section 59-59-150.
- Additional regulations will be promulgated as implementation proceeds.

---

**Exemption of Private and Homeschool Students  
(Section 59-59-240)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	(no funding needed)	(no funding needed)

**Progress during the period from September 2005 to December 2006:**

- (No EEDCC action is required.)

---

**State Funds Appropriation  
(Section 59-59-250)**

<b>Current Status</b>	<b>Current Progress</b>	<b>2005–06 Budget</b>	<b>2006–07 Budget</b>	<b>2007–08 Budget</b>
✓	on schedule	0	\$14,871,640	\$34,987,000*

\*This figure does not include a \$10,092,264 request to fund dual enrollment or other agency EEDA-related funding requests.

**Progress during the period from September 2005 to December 2006:**

- Appropriate funding was provided in the state budget for the 2006–07 EEDA implementation activities.
- Necessary funding requests and fiscal impact statements have been developed to support EEDA implementation activities in 2007–08.